The INTEGER Project: Driving Equality and Excellence

Gender Summit 5
29 April 2015, Cape Town, South Africa

Anne Pépin (CNRS, France)
Eileen Drew (TCD, Ireland)
Virginija Šidlauskienė (ŠU, Lithuania)
Maria Schäfer (GESIS, Germany)
The Rationale

Women are under-represented in STEM fields
- 38% at PhD level in science & engineering across EU (*She Figures 2012*)
- 11% in Grade A positions in science & engineering across EU

Science needs more Women
- Loss of Talents, loss of Diversity, loss of Excellence

Research and Higher Education Institutions need to be transformed to effect better Gender Equality
The INTEGRER Project: INstitutional Transformation for Effecting Gender Equality in Research

EU FP7 2010 Science-in-Society Work Programme

Activity: Gender and research

Area: Strengthening the role of women in scientific research and in scientific decision-making bodies

Call: Implementing structural change in research organisations/universities

- Start Date: 1 March, 2011
- End Date: 30 June, 2015
- Budget: 3.2 M€ (with 70% EC funding)
<table>
<thead>
<tr>
<th>Implementing Institutions</th>
<th>Institute of Physics (+ target laboratory)</th>
<th>School of Natural Sciences</th>
<th>Faculty of Mathematics and Informatics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing Institutions</td>
<td>Institute for Mathematical Sciences (+ target lab)</td>
<td>School of Chemistry</td>
<td>Faculty of Technology</td>
</tr>
<tr>
<td>Gender Equality Expertise</td>
<td>Mission pour la place des femmes au CNRS</td>
<td>WiSER (Centre for Women in Science &amp; Engineering Research)</td>
<td>Gender Studies Centre</td>
</tr>
<tr>
<td>Evaluator</td>
<td>gesis Center of Excellence Women in Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experts &amp; Ambassadors</td>
<td>e.g. Awardees from NSF-ADVANCE (US) &amp; Athena SWAN (UK)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INTEGRER Transformational Gender Action Plans

- Based on a baseline data assessment
- Gender-balanced implementation teams
- Common framework of 4 key Themes
- 2 to 5 Objectives per Theme
- 40-50 Actions per T-GAP
- Institutional-level and local-level measures
  → Combining top-down and bottom-up
The CNRS Experience

Transforming a very large and complex public research organisation

Anne Pépin, Jeanne Collin, Maria Teresa Pontois, Clarisse Costaz, Samia Touati
Mission pour la place des femmes, Centre National de la Recherche Scientifique, FRANCE
The CNRS T-GAP
Actions towards young women & Development of female role models

www.femmesenphysique.cnrs.fr website

- Video portraits of women physicists (researchers, engineers, PhD students) made by Masters students + written interviews
- Quiz on gender stereotypes
- Comic strip (published jointly with Le Monde French daily newspaper)
- Downloadable poster
- Resources on study paths in France and on career paths at CNRS
- Twitter

→ Disseminated widely and used during classroom interventions
→ 6500 visits December 2014, over 2000 per month; 500 posters distributed
Marie-Aude Méasson

« Beaucoup de progrès ont été fait pour lutter contre les inégalités de genre. Mais il faut rester vigilant e ! »

Interview de Cynthia Hadjidakis, physicienne des particules à Orsay

Cynthia Hadjidakis est chercheuse au CNRS à Orsay, à l’Institut de physique nucléaire d’Orsay (IPNO). Cette interview est la quatrième d’une série réalisée à l’occasion des 60 ans du Cern.

Lire la suite
Quiz
Femmes en Physique

Contrairement au cerveau des hommes, celui des femmes n'est pas vraiment fait pour les sciences physiques.
Supporting early career researchers, Actions towards young women & Development of female role models

“PEPS Egalité” : Innovative type of call for proposals

• Short-term financial support to research projects coordinated by a young woman researcher and involving gender-balanced teams
• Commitment to develop activities towards high school students and to act as new role models in mathematics/physics

→ 15 projects supported in mathematics
→ 6 projects supported in physics
CNRS Committee for Gender Equality and Research Excellence

Inspired by the Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) Committee initially created at the University of Michigan (US) through the NSF-ADVANCE Program

Objectives: Review procedures and practices for the evaluation, recruitment and promotion of researchers at CNRS

Membership: Chairs of all CNRS standing peer-review evaluation panels, deputy scientific directors, HR senior officers, senior women researchers & gender experts
CNRS “STRIDE” Committee

Actions:

• Training on gender equality issues and unconscious bias based on the latest social science literature + online platform

• Pluriannual sex-disaggregated statistical factsheets used by panels

• External observers (gender researchers) during the 2015 interviews for the CNRS entry and promotion competitions

• Family-related career breaks taken into consideration in evaluations

→ Increased gender balance in scientific awards (CNRS Medals)
→ Increased women recruitments/applications & promotions/applications
The Trinity College Dublin Experience

Engaging a research-intensive university into gender equality planning

Eileen Drew, Claire Marshall
WiSER (Centre for Women in Science & Engineering Research), TCD, IRELAND
Trinity College Dublin

- Established 1592
- Admitted women students: 1904
• 58% OF STUDENTS ARE FEMALE
• 42% OF ACADEMIC STAFF ARE WOMEN
• 18% OF GRADE A PROFESSORS ARE WOMEN
The TCD T-GAP
• Unconscious Bias Training – 3 providers contacted for 3 levels:
  – Executive Officers Group - Prof Paul Walton, York University
  – Promotion Committees – Pearn & Kandola, UK
  – Fellows – Prof Joyce Yen, Uni of Washington
Progress to Date?
Progress towards Gender Parity in Academic & Research Grades 2014

- %Female
- % Male
The Šiauliai University Experience

Big Changes for a Small University

Virginija Šidlauskienė, Gintautas Jazdauskas
Gender Studies Centre, Šiauliai University, LITHUANIA
Strategy for Implementing a 2-3 hour Childcare Service

Identify the need for such services in your institution (needs assessment).

Target group: 3-7 year old children (preschool).

Equipment: Furniture, toys, carpets, literature, etc.
Analyze the legal acts and regulations concerning Childcare services provision in your country:

- Hygiene requirements;
- Level of required expertise of the staff;
- Regulated time-length of such services;
Šiauliai University Experience

In 2014 293 (46 %) girls and 344 (54 %) boys used the Service, popularity increased by 11% since 2013. On average one child spent 93 minutes in care.
Who uses the services?

University employees, students, invited speakers, etc.

When are they using it?

Seminars, lectures, meetings, research activities, work in general.
What are the benefits?

‘No need for reservation or arrangements, perfect for emergency meetings!’
‘Direct impact on work productivity’;
‘Warm and intelligent environment for children’;
‘Invaluable for young parents working at the University’;
‘University environment is positive for children on their development’
Assessing processes & progress towards greater gender equality

Experiences from the INTEGER project

Maria Schäfer, Anke Lipinsky
GESIS-Leibniz Institute for the Social Sciences, Cologne, GERMANY
Why assess processes & progress towards gender equality?

• To **optimize** the measures and their implementation
• To support the design of **new measures**
• To enhance **accountability**
• To contribute to the **legitimization** of the initiative
• To raise **awareness** of the need for (further) initiatives to combat inequalities
Approach: The evaluator as a ‘critical friend’

Critical & constructive feedback

Support throughout the process

Transparency

Methodological soundness

Practical relevance
Perspectives of the evaluation

Framework

Process

Impact
Framework analysis I

At national/regional level:
- Research policies and initiatives & respective legislation
- Gender equality policies and initiatives & respective legislation

At the level of the organization:
- Financial situation of the organization
- Mission of the organization
- Gender equality actors and structures
- Gender research
Framework analysis II

Data collection methods:

• Document analysis
• Interviews with decision-makers and gender equality actors
Process analysis

• Implementation structures
• Implementation processes & dynamics
• Support by gatekeepers and other actors
• Resistances and conflicts

Data collection methods:
• Interviews with gender equality actors
• Self-report by gender equality actors
Impact analysis

• Can observed effect(s) be **causally attributed** to the measure/initiative? To what extent?
  ➢ Logic Chart Model

• Has a measure/initiative reached its objective(s)? (= success)

**Data collection methods:**
• Interviews
• Staff survey
• Statistical data monitoring
Impact analysis – The Logic Chart Model
Follow-up of the evaluation – Optimization of gender equality measures & their implementation
Lessons learned: Key Components for Success of Structural Change

- **Buy-in**
  - Top-down - Commitment
  - Bottom-up - INTEGER Implementation Teams
- Institutional infrastructure (MPDF, WiSER, CGS)
- Data Collection and Monitoring
- Unconscious Bias Training
INTEGER Contacts

CNRS (Project Coordination)
anne.pepin@cnrs-dir.fr
www.cnrs.fr/mission-femmes/integer

TCD: www.tcd.ie/wiser/integer

ŠU: www.projectinteger.com

GESIS: www.gesis.org/cews

➡️ See Poster & Leaflets!

➡️ Online guidelines ready in June 2015
www.integer-tools-for-action.eu

➡️ Final Regional Dissemination Seminars
June 8th (Vilnius – ŠU/EIGE)
June 15th (Dublin - TCD)
June 26th (Paris - CNRS)